



**History and Social Science
Standards of Learning
Sample Scope
and Sequence**

**Grade Three:
Introduction to History
and Social Science**

Commonwealth of Virginia
Department of Education
Richmond, Virginia
2002

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

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The 2002 History and Social Science Sample Scope and Sequence and the *2001 History and Social Science Standards of Learning Curriculum Framework* can be found in PDF and Microsoft Word file formats on the Virginia Department of Education's Web site at <http://www.pen.k12.va.us>.

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Preface

As an additional resource to help school divisions develop curricula aligned to the Standards of Learning, the Virginia Department of Education has developed sample scope and sequence documents for English, mathematics, science, and history and social science in kindergarten through grade eight and in core high school courses. These sample documents provide guidance on how the essential understandings, knowledge, and skills that are identified in the Standards of Learning and the Standards of Learning Teacher Resource Guides or Curriculum Frameworks may be introduced to students in a logical, sequential, and meaningful manner.

These sample scope and sequence documents are intended to serve as general guides to help teachers and curriculum developers align their curricula and instruction to support the Standards of Learning. Each sample document is organized around specific topics to help teachers present information in an organized, articulated manner. Also included are correlations to the Standards of Learning for that curricular area for a particular grade level or course, as well as ideas for classroom assessments and teaching resources.

The sample scope and sequence documents are not intended to prescribe how curriculum should be developed or how instruction should be delivered. Instead, they provide examples showing how teachers and school divisions might present to students in a logical and effective manner information that has been aligned with the Standards of Learning. School divisions that need assistance in developing curricula aligned with the Standards of Learning are encouraged to consider the sample scope and sequence guides. Teachers who use the documents should correlate the content identified in the guides with available instructional resources and develop lesson plans to support instruction.

Copies of the sample scope and sequence guides are available at <http://www.pen.k12.va.us/VDOE/Instruction/sol.html> in both PDF and Microsoft Word formats. These materials are copyrighted, and all rights are reserved. Reproduction of these materials for instructional purposes in Virginia classrooms is permitted.

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Introduction

The standards for third grade students include an introduction to the heritage and contributions of the people of ancient Greece and Rome and the West African empire of Mali. Students should continue developing map skills and demonstrate an understanding of basic economic concepts. Students will explain the importance of the basic principles of democracy and identify the contributions of selected individuals. Students will recognize that Americans are a people who have diverse ethnic origins, customs, and traditions, who all contribute to American life, and who are united as Americans by common principles.

This document is intended as a general guide to help teachers and schools frame a curriculum that incorporates the fundamentals of history and the social science for third grade that are included in the Virginia Standards of Learning. It is organized to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective. It is understood that these academic standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. The individual styles, interests, and preparation of educators should be considered when implementing the curriculum. This document is simply a guide and should not be viewed as the only way to implement the curriculum.

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Overview of the Grade Three: Introduction to History and Social Science Standards of Learning Sample Scope and Sequence

Organizing Topics	Related Standards of Learning
Locating and Interpreting Geographic Information	3.5a, b, e; 3.6
Contributions of Ancient Greece, Rome, and the West African Empire of Mali	3.1, 3.2
Physical and Human Characteristics of Ancient Greece, Rome, and the West African Empire of Mali	3.4a, b, c
Exploration of the Americas	3.3a, b; 3.5 c, d
Producers of Goods and Services and the Influence of Economic Conditions	3.7; 3.9
Specialization and Interdependence: Past and Present	3.8
Forming the Foundation of Government in the Classroom, School, and Community	3.10a, b, c
Basic Principles Held by American Citizens	3.11a; 3.12
Contributions of Citizens Who Defended American Principles	3.11b, c

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Locating and Interpreting Geographic Information	Know that there are seven continents and four oceans located in the world.	3.5a	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 23 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics
	Know that the equator and the prime meridian divide the globe into four hemispheres.	3.5b		
	Know that a simple letter-number grid system on maps is used to locate places.	3.5e		
	Know the following terms: <ul style="list-style-type: none"> • Hemisphere: Half of a sphere (globe) created by the prime meridian or the equator • Equator: An imaginary line around the middle of the earth that divides the globe into the northern and southern hemispheres • Prime meridian: An imaginary line that divides the globe into the eastern and western hemispheres • Regions: Places that have common characteristics 	3.5a, b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Locating and Interpreting Geographic Information (continued)	Position and label the physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the four oceans (Arctic, Atlantic, Indian, and Pacific) on a world map.	3.5a		Sample Resources (continued) <ul style="list-style-type: none"> • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Know that the equator and the prime meridian are used to create the four hemispheres.	3.5b		
	Locate places on a grid system.	3.5e		
	Identify and locate continents, oceans, and major features on maps and globes.	3.5a		
	Draw maps of familiar areas.	3.5a, b, c		
	Know that the letter (left) and number (bottom) coordinates of a grid system identify the exact location of a place.	3.5e		
	Know that maps, tables, graphs, charts, and pictures are visual aids used to gather and classify geographic information.	3.6		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Locating and Interpreting Geographic Information (continued)	Make and explain bar and pie graphs.	3.6		
	Draw maps of familiar objects or areas.	3.6		
	Construct and explain simple charts.	3.6		
	Use maps, tables, graphs, charts, and pictures to classify information.	3.6		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali	Understand that the ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.	3.1	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 23 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning
	Understand that the ancient Greeks and Romans have influenced the lives of people today.	3.1		
	Know the following terms: <ul style="list-style-type: none"> • Contribution: The act of giving or doing something • Direct democracy: A government in which people vote to make their own rules and laws • Representative democracy: A government in which people vote for (elect) a smaller group of citizens to make their rules and laws for everyone 	3.1		
	Explain the contributions of ancient Greece and Rome using the following information as a guide: Architecture The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today: <ul style="list-style-type: none"> • Greece—The Parthenon (columns) • Rome—The Colosseum and aqueducts (arches) 	3.1		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali (continued)	<p>Contributions of ancient Greece and Rome (continued)</p> <p>The Arts</p> <p>Mosaics, sculpture, and paintings are displayed on buildings.</p> <p>The Government of the United States</p> <p>The government is based on the ideas developed in ancient Greece and Rome.</p> <ul style="list-style-type: none"> Greece: Birthplace of democracy (government by the people); a direct democracy Rome: Republican (representative) form of government; a representative democracy <p>Sports</p> <p>Olympic games of today are modeled after the games of ancient Greece.</p>	3.1		<p>Sample Resources (continued)</p> <ul style="list-style-type: none"> Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Locate and use information from print and non-print sources.	3.1		
	Use resource materials.	3.1		
	Gather, classify, and interpret information.	3.1		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali (continued)	Know that most of what we know about Mali's history comes from oral accounts that were handed down from Mali storytellers.	3.2		
	Understand that Mali was ruled by rich and powerful kings.	3.2		
	Understand that early Mali was a wealthy trading empire before Columbus sailed to America.	3.2		
	Describe how Africa was the home to several great empires. One of the most prosperous was the empire of Mali.	3.2		
	Describe how many storytellers in Mali passed on traditions and stories from one generation to the next.	3.2		
	Describe how the kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.	3.2		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali (continued)	Describe how Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.	3.2		
	Describe how Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.	3.2		
	Collect and record information.	3.2		
Physical and Human Characteristics of Ancient Greece, Rome, and the Empire of Mali	Understand that Ancient Greece and Rome were located near the Mediterranean Sea.	3.4a	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<i>See page 23 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences
	Understand that the empire of Mali was located in the western region of the continent of Africa.	3.4a		
	Know the following term: Characteristics: Different traits	3.4		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali (continued)	Describe the physical characteristics of the following: <ul style="list-style-type: none"> Ancient Greece: Located among mountains and hills, surrounded by Mediterranean Sea and limited rich soil Ancient Rome: Located next to a river; city built on many hills; limited rich soil Empire of Mali: Located in West Africa; near rivers; desert-like conditions; gold mines 	3.4b		Sample Resources (continued) <ul style="list-style-type: none"> Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Project STARS: K-5 Literature and Correlation to the Virginia Standards of Learning Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance
	Describe the human characteristics of the following: <ul style="list-style-type: none"> Ancient Greece: Farmers, shipbuilders, and traders Ancient Rome: Farmers, road builders, and traders Empire of Mali: Farmers, miners, and traders 	3.4b		
	Describe how people adapt to their environment in different ways.	3.4c		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Ancient Greece, Rome, and the West African Empire of Mali (continued)	Explain ways that the people of Greece, Rome, and West Africa adapted to their environments: <ul style="list-style-type: none"> • Ancient Greece: They farmed on hillsides; trading took place on the Mediterranean Sea; small independent communities developed because of the many mountains. • Ancient Rome: They farmed on hillsides; trading took place on the Mediterranean Sea. • Empire of Mali: Salt was an important natural resource for people in the desert; salt was traded for gold. 	3.4c		Sample Resources (continued) <ul style="list-style-type: none"> • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Identify and locate features on a map and globe.	3.4		
	Locate and use information from print and non-print sources.	3.4		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills				Related SOL	Sample Classroom Assessment Methods	Sample Resources
Exploration of the Americas	Understand that the first explorers had different motivations, had different sponsors, and met different successes.				3.3a, b	<ul style="list-style-type: none">• Group discussions• Portfolio assessments• Project assessments• Student reports• Teacher observations• Tests and quizzes• Writing assignments	<i>See page 23 for reference information.</i> <ul style="list-style-type: none">• American Memory from the Library of Congress• Ben’s Guide to U.S. Government for Kids• Center for Civic Education• A Commonwealth of Knowledge• History and Social Science Pavilion• K-5 History and Social Sciences• Kids Click! Web search for kids by librarians• National Council for the Social Studies• National Council on Economic Education• National Geographic• Primary Knowledge of Economics• Project STARS: K-5 Literature and Correlation to the Virginia Standards of Learning
	Use the following chart to compare the following explorers:				3.3a, b		
	Explorers	Country (Sponsor)	Reasons for Exploring	Successes/ Achievement			
	Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered “New World” (landed at San Salvador)			
	Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to Florida			
	Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim			
	Christopher Newport	England	To discover riches To find a western sea route to Asia To colonize Virginia	Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River			

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Exploration of the Americas (continued)	Know the following terms: <ul style="list-style-type: none"> Explorer: A person who travels seeking new discoveries European: A person from one of the countries in Europe 	3.3		Sample Resources (continued) <ul style="list-style-type: none"> Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Understand that England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.	3.5c		
	Understand that San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Quebec is located in Canada. Jamestown is located in Virginia.	3.5d		
	Locate and use information from print and non-print sources.	3.3a, b		
	Distinguish between relevant and irrelevant information.	3.3a, b		
	Gather, classify, and interpret information.	3.3a, b		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Producers of Goods and Services and the Influence of Economic Conditions	Explain how resources are used to produce goods and services.	3.7	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 23 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Science • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature Correlation and Correlation of the Virginia Standards of Learning
	Know the following terms: <ul style="list-style-type: none"> • Natural resources: Materials that come from nature (water, soil, wood, coal) • Human resources: People working to produce goods and services • Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) • Producers: People who use resources to make goods and/or provide services • Goods: Things that people make or use to satisfy needs and wants • Services: Activities that satisfy people's needs and wants 	3.7		
	Explain how producers of goods and services are influenced by natural, human, and capital resources.	3.7		
	Gather, classify, and interpret information.	3.7		
	Draw conclusion and make generalizations about data.	3.7		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills			Related SOL	Sample Classroom Assessment Methods	Sample Resources
Producers of Goods and Services and the Influence of Economic Conditions (continued)	Identify that people make choices because they cannot have everything they want.			3.9		Sample Resources (continued) <ul style="list-style-type: none">• Virginia’s Community of Learning• Virginia Council on Economic Education• Virginia Geographic Alliance• 1995 History and Social Science Standards of Learning Assessment Blueprint• 2001 History and Social Science Curriculum Framework
	Identify that all choices require giving up something (opportunity cost).			3.9		
	Know the following terms: <ul style="list-style-type: none">• Economic choice: The choice of or decision among alternatives or possibilities• Opportunity cost: The next best choice that is given up when a decision is made			3.9		
	Know that economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits.			3.9		
	Identify economic choices on the following chart:			3.9		
	Choices	Choices made	Choices given up (opportunity cost)			
	Ice cream or popcorn	Ice cream	Popcorn			
	Toy or favorite video	Favorite video	Toy			
Spend now or save for the future	Spend now	Save for the future				

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Producers of Goods and Services and the Influence of Economic Conditions (continued)	Gather, classify, and interpret information.	3.9		
	Make decisions.	3.9		
	Explain cause and effect relationships.	3.9		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Specialization and Interdependence: Past and Present	Recognize that economic specialization and interdependence existed in the production of goods and services in the past and exist in our present-day communities.	3.8	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<i>See page 23 for reference information.</i> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning
	Understand that economic specialization occurs when people focus on the production of selected kinds of goods and services.	3.8		
	Know the following terms: <ul style="list-style-type: none"> • Economic specialization: Focusing on one product or service • Economic interdependence: Two or more people depending on each other for goods and services 	3.8		
	Identify economic specialization and interdependence of communities in the past using the following information as a guide: <ul style="list-style-type: none"> • Ancient Greece and Rome both focused on building ships, farming, and making pottery. (Specialization) • Greeks and Romans traded their goods with Egypt and other nearby communities. (Interdependence) 	3.8		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Specialization and Interdependence: Past and Present (continued)	Past economic specialization (continued) <ul style="list-style-type: none"> In the empire of Mali, some people specialized in protecting the empire, while others specialized in growing food for the empire. (Specialization) The people of Mali traded (gold for salt) with other people. (Interdependence) 	3.8		Sample Resources (continued) <ul style="list-style-type: none"> Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Identify economic specialization and interdependence in the present <ul style="list-style-type: none"> Virginia is known for its expertise in shipbuilding. (Specialization) Virginia sells its coal to other countries but depends on other countries for oil. (Interdependence) 	3.8		
	Gather, classify, and interpret information.	3.8		
	Draw conclusions and make generalizations about data.	3.8		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Forming the Foundation of Government in the Classroom, School, and Community	Recognize that governments protect the rights and property of individuals.	3.10c	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 23 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning
	Know the following terms: <ul style="list-style-type: none"> • Community: A place where people live, work, and play • Rules: What people must or must not do • Laws: Rules people live by • Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken. 	3.10a, b, c		
	Explain that the purpose of rules is to let people know how they should act or behave.	3.10a		
	Explain that the purpose of government is to make laws, carry out laws, and decide if laws have been broken.	3.10b		
	Explain that governments are necessary because they develop the laws and protect the rights and property of individuals.	3.10a, b, c		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Forming the Foundation of Government in the Classroom, School, and Community (continued)	Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.	3.10a, b, c		Sample Resources (continued) <ul style="list-style-type: none"> • Virginia’s Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Gather, classify, and interpret information.	3.10a, b, c		
	Explain cause and effect relationships.	3.10a, b, c		

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Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Principles Held by American Citizens	Explain the importance of the following basic principles: <ul style="list-style-type: none"> Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away. Equality under the law means that all people are treated fairly. 	3.11a	<ul style="list-style-type: none"> Group discussions Portfolio assessments Project assessments Student reports Teacher observations Tests and quizzes Writing assignments 	<i>See page 23 for reference information.</i> <ul style="list-style-type: none"> American Memory from the Library of Congress Ben's Guide to U.S. Government for Kids Center for Civic Education A Commonwealth of Knowledge History and Social Science Pavilion K-5 History and Social Sciences Kids Click! Web search for kids by librarians National Council for the Social Studies National Council on Economic Education National Geographic Primary Knowledge of Economics Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning
	Know that some basic principles held by American citizens include life, liberty, and the pursuit of happiness; and equality under the law.	3.11a		
	Recognize that citizens have worked to defend American principles.	3.11a		
	Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.	3.11a		
	Gather, classify, and interpret information.	3.11a		
	Recognize that American people come from diverse ethnic and national origins and are united as Americans by basic American principles.	3.12		

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Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Basic Principles Held by American Citizens (continued)	Recognize that being an American is defined by the shared basic principles of the republican form of government.	3.12		Sample Resources (continued) <ul style="list-style-type: none"> • Virginia's Community of Learning • Virginia Council on Economic Education • Virginia Geographic Alliance • 1995 History and Social Science Standards of Learning Assessment Blueprint • 2001 History and Social Science Curriculum Framework
	Know the following term: Republican form of government: A representative democracy	3.12		
	Understand that the American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.	3.12		
	Recognize the following benefits of diversity: <ul style="list-style-type: none"> • Food • Clothing • Music 	3.12		
	Differentiate between points of view by self and others.	3.12		
	Participate in groups and democratic society.	3.12		
	Make generalizations about data.	3.12		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Citizens Who Defended American Principles	Understand that many people worked to defend the basic principles that formed the foundation of a republican form of government.	3.11b	<ul style="list-style-type: none"> • Group discussions • Portfolio assessments • Project assessments • Student reports • Teacher observations • Tests and quizzes • Writing assignments 	<p><i>See page 23 for reference information.</i></p> <ul style="list-style-type: none"> • American Memory from the Library of Congress • Ben's Guide to U.S. Government for Kids • Center for Civic Education • A Commonwealth of Knowledge • History and Social Science Pavilion • K-5 History and Social Sciences • Kids Click! Web search for kids by librarians • National Council for the Social Studies • National Council on Economic Education • National Geographic • Primary Knowledge of Economics • Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning
	Identify the contributions of the following citizens who defended basic principles: <ul style="list-style-type: none"> • George Washington: He was the first President of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation. • Thomas Jefferson: He was born in Virginia. He was the third President of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country. • Abraham Lincoln: He was the United States President when the country was divided over the issue of equality for all people. He helped free African American slaves. • Rosa Parks: She is an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights. 	3.11b		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Organizing Topic	Essential Understandings, Knowledge, and Skills	Related SOL	Sample Classroom Assessment Methods	Sample Resources
Contributions of Citizens Who Defended American Principles (continued)	Contributions of citizens (continued) <ul style="list-style-type: none"> Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court. Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means. 	3.11b		Sample Resources (continued) <ul style="list-style-type: none"> Virginia's Community of Learning Virginia Council on Economic Education Virginia Geographic Alliance 1995 History and Social Science Standards of Learning Assessment Blueprint 2001 History and Social Science Curriculum Framework
	Know the reasons for the following holidays: <ul style="list-style-type: none"> Veterans Day: This is a day for the recognition of and respect for Americans who served in the military. It is observed in November. Memorial Day: This is a day for the recognition of and respect for Americans who died in wars while they were serving their country. It is observed in May. 	3.11c		
	Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.	3.11c		
	Gather, classify, and interpret information.	3.11c		

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)

Grade Three: Introduction to History and Social Science Sample Scope and Sequence

Resources

American Memory from the Library of Congress – <http://memory.loc.gov>
Ben's Guide to U.S. Government for Kids – <http://bensguide.gpo.gov>
Center for Civic Education – <http://www.civiced.org>
A Commonwealth of Knowledge: Virginia's Site for Educators – <http://www.Knowledge.State.va.us/welcome.htm>
History and Social Science Pavilion – <http://www.pen.k12.va.us/Pav/SocStudies/SocStudies.html>
K-5 History and Social Sciences – http://www.pen.k12.va.us/VDOE/Instruction/Elem_M/K-5HSS.html
Kids Click! Web search for kids by librarians – <http://sunsite.berkeley.edu/KidsClick!>
National Council of the Social Studies – <http://www.socialstudies.org>
National Council of Economic Education – <http://www.economicsamerica.org>
National Geographic – <http://nationalgeographic.com/> (This site provides information and copies of maps.)
Primary Knowledge of Economics – <http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>
Project STARS: K-5 Literature and Correlation of the Virginia Standards of Learning –
<http://www.pen.k12.va.us/VDOE/Instruction/starsbooklist.pdf>
Virginia's Community of Learning – <http://www.virginialearning.org>
Virginia Council of Economic Education – <http://www.vcu.edu/busweb/vcee>
Virginia Geographic Alliance – <http://www.runet.edu/~geog-web/alliance/vga.html>
1995 Standards of Learning Assessment Blueprint – <http://www.pen.k12.va.us/VDOE/Assessment/soltests/home.html>
2001 History and Social Science Curriculum – http://www.pen.k12.va.us/VDOE/Instruction/History/hist_ss_framework.html

(Essential understandings, knowledge, and skills that are underlined reflect content common to the 1995 and 2001 Standards of Learning.)